

## WACCAMAW ELEMENTARY

251 Claridy Road  
Conway, SC 29526

**GRADES** PK-5 Elementary School

**ENROLLMENT** 559 Students

**PRINCIPAL** Barbara Ammons 843-347-4684

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	22	56	6	0

#### IMPROVEMENT RATING:

**BELOW AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

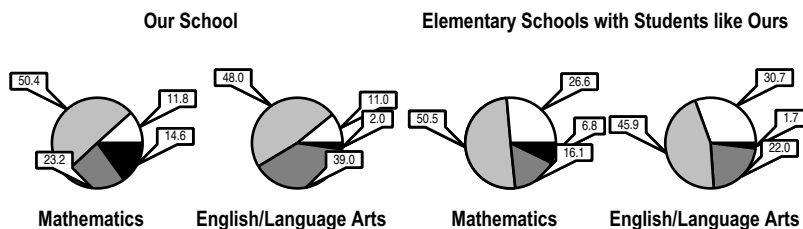
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




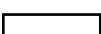
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Unsatisfactory	N/A
2002	Good	Good	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	37	109	73
Percent satisfied with learning environment	91.9%	85.0%	83.6%
Percent satisfied with social and physical environment	83.8%	82.4%	75.0%
Percent satisfied with home-school relations	29.7%	88.1%	90.1%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	290	100.0	11.0	48.0	39.0	2.0	41.1	17.6
Gender								
Male	145	100.0	11.9	52.4	33.3	2.4	35.7	17.6
Female	145	100.0	10.0	43.3	45.0	1.7	46.7	17.6
Racial/Ethnic Group								
White	183	100.0	6.8	46.0	44.1	3.1	47.2	17.6
African-American	82	100.0	20.9	49.3	29.9	N/A	29.9	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	16	100.0	7.1	57.1	35.7	N/A	35.7	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	224	100.0	6.8	42.6	47.9	2.6	50.5	17.6
Disabled	66	100.0	25.0	66.1	8.9	N/A	8.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	290	100.0	10.8	47.1	40.0	2.1	42.1	17.6
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	281	100.0	10.8	46.6	40.5	2.2	42.7	17.6
Socio-Economic Status								
Subsidized meals	212	100.0	15.5	49.4	33.3	1.7	35.1	17.6
Full-pay meals	77	100.0	N/A	44.4	52.8	2.8	55.6	17.6

Mathematics								
All students	290	100.0	11.8	50.4	23.2	14.6	37.8	15.5
Gender								
Male	145	100.0	6.3	47.6	31.0	15.1	46.0	15.5
Female	145	100.0	17.5	53.3	15.0	14.2	29.2	15.5
Racial/Ethnic Group								
White	183	100.0	7.5	42.9	29.8	19.9	49.7	15.5
African-American	82	100.0	20.9	67.2	6.0	6.0	11.9	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	16	100.0	21.4	42.9	35.7	N/A	35.7	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	224	100.0	7.9	47.9	25.3	18.9	44.2	15.5
Disabled	66	100.0	25.0	58.9	16.1	N/A	16.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	290	100.0	11.3	50.4	23.3	15.0	38.3	15.5
English Proficiency								
Limited English proficient	9	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	281	100.0	10.8	50.4	23.3	15.5	38.8	15.5
Socio-Economic Status								
Subsidized meals	212	100.0	16.1	54.0	19.5	10.3	29.9	15.5
Full-pay meals	77	100.0	1.4	41.7	31.9	25.0	56.9	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	85	N/A	15.7	41.0	39.8	3.6	43.4
	Grade 4	101	N/A	13.0	51.0	34.0	2.0	36.0
	Grade 5	119	N/A	26.1	51.3	22.7	N/A	22.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	13.2	30.9	54.4	1.5	55.9
	Grade 4	87	100.0	7.6	46.8	41.8	3.8	45.6
	Grade 5	115	100.0	12.1	60.6	26.3	1.0	27.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	85	N/A	14.3	50.0	19.0	16.7	35.7
	Grade 4	101	N/A	15.2	43.4	25.3	16.2	41.4
	Grade 5	119	N/A	21.0	46.2	19.3	13.4	32.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	88	100.0	17.6	50.0	25.0	7.4	32.4
	Grade 4	87	100.0	6.3	45.6	26.6	21.5	48.1
	Grade 5	115	100.0	12.1	54.5	19.2	14.1	33.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 559)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.4%	Up from 2.0%	2.6%	2.4%
Attendance rate	95.8%	Down from 95.9%	95.6%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	15.3%	Up from 9.4%	10.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	11.6%	Down from 14.7%	8.9%	8.0%
Older than usual for grade	0.4%	Down from 0.8%	1.5%	1.1%
Suspended or expelled	1.8%	Up from 0.5%	0.0%	0.0%

Teachers (n= 41)				
Teachers with advanced degrees	46.3%	Up from 41.5%	43.9%	50.0%
Continuing contract teachers	92.7%	Up from 83.0%	84.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	93.0%	Up from 91.5%	86.0%	86.2%
Teacher attendance rate	93.6%	Down from 95.1%	95.0%	95.3%
Average teacher salary	\$39,347	Up 1.7%	\$39,348	\$39,909
Prof. development days/teacher	13.8 days	Up from 11.3 days	12.0 days	11.4 days

School				
Principal's years at school	4.5	Up from 3.5	4.0	4.0
Student-teacher ratio	19.2 to 1	Up from 14.4 to 1	18.7 to 1	18.9 to 1
Prime instructional time	88.9%	Down from 90.4%	89.6%	89.7%
Dollars spent per pupil*	\$6,127	Up 8.4%	\$6,042	\$5,892
Percent spent on teacher salaries*	65.9%	Up from 65.3%	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.7%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Waccamaw Elementary School received the Palmetto Silver award from the State Department of Education for outstanding performance on the 2001-2002 PACT. Horry County Schools also presented Waccamaw Elementary with the Pacesetter award for significant achievement in meeting the PACT performance goals established to ensure that all children meet their maximum potential. Our ultimate goal is to become a top achieving school in the state of South Carolina, and to make certain that no child is left behind. The following programs were implemented to help reach these goals:

Extended day opportunities for students who needed remediation, as well as enrichment.

Tutors to work with individual and small groups in primary grades.

Two Reading Recovery teachers to work with individual and small groups in grades K-2.

Accelerated Reader goals for each student individually.

K-Kids Club, a service organization sponsored by Kiwanis, which allows students in grades 4-5 the opportunity to serve the community.

Parent support programs through the Family-School Coordinator, Waccamaw Mental Health Counselor, PTO, and School Improvement Council.

TEAM Time to individualize instruction for all students.

Volunteers from area business and community members who work with students one-on-one in all grade levels.

The staff at Waccamaw Elementary School collaborated throughout the year to maximize learning opportunities for all students. Staff members participated in the Six Writing Traits Workshop, met for common planning twice-a-month to create instructional plans that meet state standards, and attended staff development meetings. Staff members also attended conferences, visited area schools, and collaborated with peers to provide quality academic instruction. Waccamaw Elementary will also participate in a new initiative called Cornerstone, which will provide professional development in the area of literacy for all teachers. The Cornerstone Initiative is a four-year commitment with Waccamaw Elementary School, Horry County Schools, the New York Institute for Special Education, and the University of Pennsylvania Graduate School of Education.

Waccamaw Elementary Schools' staff is proud of its accomplishments this past year, and is committed to improving instruction and maximizing all students' potentials. New goals, new strategies, and new challenges lie ahead. Waccamaw Elementary School is dedicated to "Building Tomorrow One Student At A Time."

Barbara Ammons, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.